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ABSTRACT

The bibliography contains 64 annotated references to journal articles and other sources of information about individual difference correlates of second language achievement. The journal articles appeared between 1984 and 1987. Where available, abstracts contained in the original articles are used; these are marked with asterisks. Entries are coded according to the individual difference correlates addressed, including aptitude and intelligence, attitudes and motivation, language learning and teaching strategies, and personality traits. (MSE)

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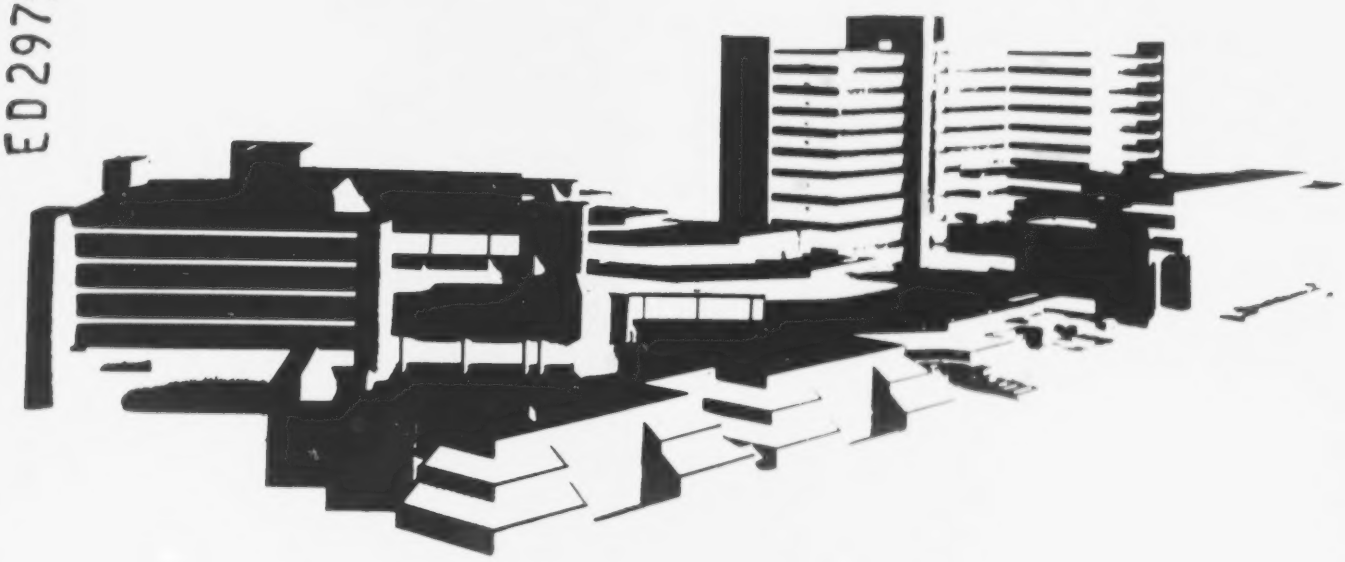

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DEPARTMENT OF PSYCHOLOGY

THE UNIVERSITY OF WESTERN ONTARIO LONDON, CANADA

Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography[1]

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This annotated bibliography contains 64 references which relate to the topic of individual difference correlates of second-language achievement. They resulted from a search through issues dating from 1984 to 1987 of 22 relevant journals available in the library system of the University of Western Ontario. Some appropriate material from other sources in the second author's possession was also included.

Abstracts contained in the original articles are marked with asterisks. Where these were not available, abstracts were prepared by the authors of this bibliography.

Entries are coded according to the individual difference variables dealt with, as follows:

A/I	aptitude and intelligence
A/M	attitudes and motivation
LLS	language learning/teaching strategies
P	personality (anxiety, introversion/extraversion, sociability, field dependence/independence, ambiguity tolerance, risktaking, etc.)

1 Preparation of this bibliography was supported by Grant No. 410-85-0190 from the Social Sciences and Humanities Research Council of Canada.

Bahrick, H. P. (1984). Fifty years of second language attrition: Implications for programmatic research. The Modern Language Journal, 68, 105-118. A/I

The purpose of this paper was to summarize the results of a large-scale investigation of second language attrition covering fifty years, and to relate the results of this investigation to a research program which would yield benefits to teachers and students of foreign languages. A total of 773 Ss participated, of whom 146 were currently enrolled in a high school or college-level Spanish course, 598 had had Spanish instruction between one and 50 years prior to being tested, and 40 had had no instruction in Spanish and served as controls. The participants took a test of knowledge of Spanish assessing performance on ten subtests of reading comprehension, Spanish-English recall vocabulary, Spanish-English recognition vocabulary, English-Spanish recall vocabulary, English-Spanish recognition vocabulary, grammar recall, grammar recognition, idiom recall, idiom recognition and word order. They also answered a questionnaire about conditions of original training and rehearsal during the retention period. Ss were assigned to one of 8 groups in accordance with the time elapsed since their last Spanish course. The most noteworthy finding was that a large amount of information survived with permastore longevity under conditions of minimal rehearsal. Multiple regression analysis indicated that level of Spanish training, mean grade received and level of training in other Romance languages were the only predictors of the criteria. No measures of rehearsal during the retention period predicted retention, but there was little variability on these measures.

Bausenhart, W. A. (1984). Attitudes and motivation of Anglophone and Francophone university students of German. The Canadian Modern Language Review, 40, 208-217. A/M

The purpose of this study was to learn the attitudes toward German and the Germans (Austrians, Swiss) of Anglophone and Francophone university students taking elementary German. A total of 48 Ss answered a 13-item questionnaire. The majority indicated integrative reasons for studying German. Ethnic stereotypes of the "typical German" were similar for both the Anglophone and Francophone students. The two groups differed in that a greater number of Anglophones than Francophones indicated visits to German-speaking countries, and relatively more Francophones than Anglophones found the German language difficult to learn.

Block, E. (1986). The comprehension strategies of second language readers. TESOL Quarterly, 20, 463-494. A/I, LLS

Think-aloud protocols, a version of verbal report in which participants state their thoughts and behaviors, have become increasingly popular as a means of studying the comprehension processes of native English speakers. The study reported in this article used think-alouds to examine the comprehension strategies used by college-level students -- both native speakers of English and nonnative

speakers -- enrolled in remedial reading classes as they read material from a college textbook. "Poor" readers (those who had failed the college's reading proficiency test) were chosen for study because they are the ones at whom college remedial reading programs are aimed. Furthermore, their use of comprehension strategies has not attained the degree of automaticity found in fluent readers. Thus, they may be more aware of how they solve the problems they encounter as they read. Some of the strategies used by the ESL and native-speaking readers in the study are described. Strategy use is related to measures of memory and comprehension and to academic performance, and implications for teaching are discussed.

Boyle, J. P. (1987). Intelligence, reasoning, and language proficiency. The Modern Language Journal, 71, 277-288. A/I

This article first briefly reviewed different opinions on the connection between intelligence and language proficiency. An experiment was described investigating whether inductive reasoning, and hence intelligence, can justifiably be distinguished from general language proficiency. In the experiment, 205 first-year students at a commercial college in Hong Kong completed a battery of 12 tests (6 vocabulary, 2 cloze, 2 dictation, and 2 TOEFL-type listening comprehension) aimed at measuring language proficiency. Reasoning was tested by series completion tests, one using letters, the other using numbers, and selected items from the Otis-Lennon and the Differential Aptitude Test (DAT). A factor analysis identified five orthogonal factors defined as General Language Proficiency, Vocabulary Knowledge, Span Memory, Rote Memory and Reasoning Ability.

Boyle, J. P. (1987). Is listening comprehension a separate factor in language ability? International Review of Applied Linguistics in Language Teaching, 25, 238-256. A/I

* The article addresses first the question whether any breakdown of language skills is theoretically acceptable. The case for and against the Unitary Competence Hypothesis/General Language Proficiency theory is presented. The focus is then narrowed, and the case for and against the existence of a separate listening comprehension factor in language ability is reviewed. The second part of the article considers the technique of factor analysis and examines its usefulness in language research. The third part presents the results of a study using factor analytic techniques to test the question whether listening comprehension can be considered as a separate factor in language ability, or whether the general verbal comprehension factor is sufficient to explain individual differences in listening ability.

Boyle, J. P. (1987). Sex differences in listening vocabulary. Language Learning, 37, 273-284. A/I

* Not enough attention has been paid in the past to the variable of sex differences in language-learning research. This may be because it

is taken as proven that girls are superior to boys in language ability. Although the majority of evidence does favor this conclusion, there is one area of language ability in which boys seem to be superior to girls, even in view of overall female superiority in language proficiency. This area is the comprehension of heard vocabulary.

Evidence from first-language studies prompted an experiment with second-language subjects: two sets of Chinese college students (n = 285 and 205). Ten tests were used to establish general language proficiency, and two tests of listening vocabulary were included in the battery. With both sets of subjects, the females were superior in general language proficiency, but the males had higher mean scores in both tests of listening vocabulary.

The difficulties of conducting such an experiment are discussed, notably the problem of constructing satisfactory listening vocabulary tests. Reasons for the phenomenon of male superiority in this select area of language ability are suggested, and similar experiments are encouraged.

Brutten, S. R., Angelis, P. J., & Perkins, K. (1985). Music and memory: Predictors for attained ESL oral proficiency. Language Learning, 35, 299-313. A/I

* This article presents the results of an empirical concurrent validation study in which measures of musical ability (pitch, loudness, and rhythm), auditory discrimination, and memory were used to account for variance in attained ESL oral proficiency. Memory was a significant, though tenuous, predictor of variance in the dependent variable. In addition, significant differences were noted for the different language groups and for the different tests. The article concludes with a proposed research program to determine whether training in musical abilities might be a profitable adjunct to ESL instruction.

Celce-Murcia, M. (1985). Making informed decisions about the role of grammar in language teaching. TESOL Newsletter, 19, 1-5. LLS

The author recommends that ESL teachers consider all the relevant variables in order to make informed decisions about the role of grammar for each distinct teaching situation. Learner variables include learning style, age, proficiency level and educational background. Instructional variables include whether one is teaching receptive skills (listening, reading) or production skills (speaking, writing), register, medium, and learner's need. When it is necessary to focus on form, six different dimensions are offered to guide preparation of classroom activities. Five dimension are given to guide teachers when correcting ESL students' formal errors. The author suggests that grammar is but one of many important aspects of language teaching. The ESL teacher must have a good knowledge of English grammar along with the pedagogical skills to apply that knowledge effectively.

Chapelle, C., & Jamieson, J. (1986). Computer-assisted language learning as a predictor of success in acquiring English as a second language. TESOL Quarterly, 20, 27-46. A/M, P

* This article reports the results of a study of the effectiveness of computer-assisted language learning (CALL) in the acquisition of English as a second language by Arabic- and Spanish-speaking students in an intensive program. The study also examined two student variables -- time spent using and attitude toward the CALL lessons -- as well as four cognitive/affective characteristics -- field independence, ambiguity tolerance, motivational intensity, and English-class anxiety. English proficiency was measured by the TOEFL and an oral test of communicative competence. Results indicated that the use of CALL lessons predicted no variance on the criterion measures beyond what could be predicted by the cognitive/affective variables. In addition, it was found that time spent using and attitude toward CALL were significantly related to field independence and motivational intensity. These results indicated that (a) certain types of learners may be better suited to some CALL materials than other students and (b) it is necessary to consider many learner variables when researching the effectiveness of CALL.

Chapelle, C., & Roberts, C. (1986). Ambiguity tolerance and field independence as predictors of proficiency in English as a second language. Language Learning, 36, 27-45. A/M, P

* The fact that some adults are more successful at acquiring an L2 than others has led to investigations of individual characteristics as predictors of successful L2 acquisition. This paper reports the results of an investigation of the relationship between two learner characteristics, Ambiguity Tolerance (AT) and Field Independence (FI), and adult learners' acquisition of English as a Second Language in the United States. A Multiple Regression Analysis revealed that AT and FI accounted for a significant amount of variance on several end-of-semester language measures beyond that which could be accounted for by beginning-of-semester performance or other variables. The implications of these findings for further research are outlined.

Clément, R. (1987). Second language proficiency and acculturation: An investigation of the effects of language status and individual characteristics. Journal of Language and Social Psychology, 5, 271-290. A/M, P

* The present study investigates the relationship between language status and individual differences in attitudes and motivation as they relate to proficiency and acculturation in a second language. All respondents were Francophone university students with either a minority (n = 110) or a majority background (n = 183). They were requested to fill out a questionnaire including measures of ethnolinguistic vitality, attitudes and motivation as well as to participate in an interview aimed at assessing their oral proficiency in English as a second language. Analyses of the data show that minority group members evidence more self-confidence in their ability to use the second language and greater proficiency in the second language than majority group members. Level

of acculturation was a function of proficiency in the second language and an interactive function of language status and frequency of contact. Correlational analyses revealed that proficiency and acculturation were most strongly associated with self-confidence. Attitudes and motivation neither had an important influence on language outcome nor were they influenced by language status. These results are discussed for their theoretical implications and with reference to second language education programmes.

Clément, R., & Kruidenier, B. G. (1985). Aptitude, attitude and motivation in second language proficiency: A test of Clément's model. Journal of Language and Social Psychology, 4, 21-37. A/I, A/M, P

* This article presents a test of Clément's model of second language proficiency using the causal modelling technique. Data pertaining to attitudes, aptitude, motivation and second language proficiency were collected from 1,180 francophone students enrolled in grades 7, 9 and 11 in schools of eastern Quebec (Canada). The results of the analysis using the LISREL V computer package support the hypothetical constructs and causal sequence posited by Clément. Furthermore, the generality of the model is supported by the cross-grade replicability of the obtained statistical solution. Finally, additional causal links and correlations obtained through refinement of the model suggest avenues for future study. These results are discussed within the context of current social psychological models of second language proficiency.

Cook, V. J. (1985). Language functions, social factors, and second language learning and teaching. International Review of Applied Linguistics in Language Teaching, 23, 177-198. LLS

* The concept of language functions -- the purposes for which people use language, such as requesting and greeting -- has been highly influential in language teaching since the early nineteen seventies not only in the design of syllabuses but also in teaching materials. Yet so far it has been supported with surprisingly little empirical evidence. From the point of view of linguistic description, there have been few studies of language functions actually in use among native speakers, though this is starting to be remedied (Wolfson, 1981). From the point of view of language teaching there has been little research to show the superiority of functional approaches other than impressionistic teachers reports. Finally from the point of view of language learning, although there has been on the one hand a number of accounts of first language learning written in broadly 'functional' terms (Dore, 1978; Wood, McMahon, & Cranstoun, 1980; Wells, 1981), and on the other an upsurge in descriptions of discourse type phenomena in conversations between natives and non-natives (Hatch, 1978; Edmondson, 1980; Faerch & Kaspar, 1983), these have not connected directly with the language teacher's use of the term 'function' and have mostly not been related to the use of 'functions' in the classroom. The present paper starts by looking at some of the issues in general, goes on to two smallscale experiments to provide some actual data, and then considers what this means for second language learning and for language teaching in terms of syllabus design and teaching techniques.

Currall, S. C., & Kirk, R. E. (1986). Predicting success in intensive foreign language courses. The Modern Language Journal, 70, 107-113. A/I, A/M

The purpose of this investigation was to determine whether grades in an intensive French course could be predicted by combining information obtained in a brief interview conducted by the teacher with information from academic records. Subjects were 46 college students enrolled in eight-week summer immersion courses. The best individual predictors of course grade were the estimated and actual overall grade point averages and the interviewer's rating of potential success. The presence of previous French courses also predicted grades in the intensive courses. The use of these readily available predictors was seen as an alternative to the use of standardized aptitude tests that are more difficult to obtain and administer.

d'Anglejan, A., & Renaud, C. (1985). Learner characteristics and second language acquisition: A multivariate study of adult immigrants and some thoughts on methodology. Language Learning, 35, 1-19. A/I, A/M, P

* This study examined the relationship between learner characteristics and achievement in French as a second language in a sample of 391 adult immigrants completing a 900-hour course of classroom instruction in Montreal. A multivariate analysis of variance was used to assess the relative contribution of nine learner variables to individual differences in performance on an FSL achievement test. Teachers' evaluations of subjects as "good learners" or "poor learners" served as the dependent variable in a multivariate ANOVA comparing the two groups. Results of the various analyses indicated that subjects who have more schooling, a higher degree of nonverbal reasoning ability, make greater use of French outside the classroom, are more competent in English, and display a greater degree of field independence are more likely to benefit from formal language instruction. Higher levels of illiteracy and classroom anxiety, coupled with greater age, were related to learning difficulties. The paper underlines the importance of multivariate data analysis techniques and proposes the use of graphical data analysis techniques for researchers exploring multivariate data sets with small groups of subjects.

Eardley, M. (1984). Language study in the sixth form: an attitude survey. The British Journal of Language Teaching, 22, 3-14. A/M

The purpose of this study was to determine attitudes towards foreign language study of 388 Welsh students 16 years of age and older. An attitude survey was conducted to ascertain the reasons pupils decided to continue or discontinue language studies. Only a minority of students (29.4%) intended to continue studying a language, and girls greatly outnumbered boys 6 to 1. Results received in this survey indicated that languages were not seen as attractive for future career

prospects. A general disillusionment with languages emerged as the principal disincentive, although the difficulty of the subject was also a major reason. Boys had a much greater disillusionment with language study in general than did girls.

Ellis, R. (1985). A variable competence model of second language acquisition. International Review of Applied Linguistics in Language Teaching, 23, 47-59. LLS

* The purpose of this article is to propose a model of second language acquisition (SLA) which takes full account of the variability of interlanguage output. The model is a process model. It describes three inter-related sets of processes involved in SLA; (1) the processes by which the language user's output helps to form 'input' for the language learning mechanisms, (2) the processes of internalising new knowledge from the input and (3) the processes of production and reception. This model will be called the Variable Competence Model.

The discussion of the Model is in two main sections. In the first section the components of the Model are described and a summary of its main hypotheses provided. In the second section a number of central issues in SLA research will be reconsidered in the light of the Model. In this way it is hoped to demonstrate the explanatory power of the Model.

Ely, C. M. (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. Language Learning, 36, 1-25. A/I, A/M, P

* This study investigated a causal model of second language learning. Particular attention was given to three situation-specific constructs: Language Class Discomfort, Language Class Risktaking, and Language Class Sociability. It was theorized that voluntary Classroom Participation mediates the effect of Language Class Discomfort, Language Class Risktaking, Language Class Sociability, and Strength of Motivation on success in classroom L2 learning. The subjects were students enrolled in first year (first and second quarter) university Spanish classes.

Data on Classroom Participation were gathered by means of classroom observation and audio recording. Proficiency was measured by correctness and fluency on a story-retelling task and correctness on a written final examination. The results of the causal analysis included findings that: Language Class Discomfort negatively predicted Language Class Risktaking and Language Class Sociability; Language Class Risktaking positively predicted Classroom Participation; and Classroom Participation positively predicted Oral Correctness for the first quarter students.

Ely, C. M. (1986). Language learning motivation: a descriptive and causal analysis. The Modern Language Journal, 70, 28-35. A/M

The first purpose of this study was to discover the types of motivation present among a group of university students of Spanish in

northern California. Second-year Spanish students were asked to indicate all of their reasons for studying the second language, and from the responses a Likert scale was developed consisting of the most useful items. This questionnaire was administered to a second group of 75 students who were in first year university. The second aim of this research was to investigate the relationship between type and strength of motivation. The findings indicated the existence of two types of motivation clusters that bear a resemblance to integrative and instrumental orientations. Several specific instructional implications were drawn from these results.

Fitzgerald, M. J. (1985). Teaching English as a second language to bilingual adults in Britain. The British Journal of Language Teaching, 23, 42-51. A/M

This article discusses organizational developments in the teaching of English as a second language to adults in Great Britain, and details the different factors operating on students in a foreign language vs. second language environment. One issue that seems particularly germane is the great heterogeneity among adults in ESL programs in terms of backgrounds and language needs. The article also addresses factors to be considered in designing ESL courses, with particular emphasis on teaching for communicative competence. New procedures for assessing communicative competence are discussed.

Ganguly, S. R. (1985). Ego-attitudes in second language learning. A socio-economic analysis. Journal of Multilingual and Multicultural Development, 6, 117-133. A/I, A/M, P

* The socio-economic variable was introduced in a multivariate research study to explore its impact on the dimensions of ego-attitudes in second language learning of an Asian sample (N 63) at their second stage of learning English in England. The experimental group significantly differed at the two major universal social class levels of professional and manual, in IQ, vocabulary, but not in the inferential comprehension, suggesting the need for an examination of the nature of language dependence of bilinguals in their cognitive functioning. Contrary to expectations, the indigenous social groups did not significantly differ in the same cognitive measures. Further investigation is required into issues, albeit tenuous, which tie in with the findings to focus attention on the implications of social class on the culturally differentiated groups in the process of acculturation.

Gardner, R. C., Lalonde, R. N., & MacPherson, J. (1985). Social factors in second language attrition. Language Learning, 35, 519-540. A/M

* A retrospective design was used to study the effects of attitudes, motivation and reported language use on second language attrition. Students who had been registered in an intensive six-week course in French in the province of Quebec were mailed questionnaires which asked

them to rate their perceived second language skills upon completion of the course as well as their present skill levels (six months later). Attitudinal/motivational variables were also assessed, along with measures of second language use during the six month period. Results, based on a sample of 79 students, indicated attrition on the medium-level language skills of speaking and understanding. No attrition was evidenced for reading skills. A factor analysis revealed that subjects residing in areas where French was available spent more time using their second language skills. Analyses of variance demonstrated a loss of speaking and understanding skills as a function of attitudes as students with less favourable attitudes and motivation evidenced significant language loss on these skills. In terms of language use, a significant loss was found in speaking skills for the low use group but not the high use group. Contrary to expectations, language use was found to be independent of attitudes. Issues are raised for researchers interested in the unexplored area of second language attrition.

Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. Language Learning, 35, 207-227. A/I, A/M, P

* This study investigated the multitrait-multimethod validity of the Attitude/Motivation Test Battery and in addition made use of laboratory procedures to examine the role of language aptitude and attitudinal/motivational attributes on the rate of learning French vocabulary. Subjects were 170 volunteers from an introductory psychology course. The results indicated that all but two measures adapted from the Attitude/Motivation Test Battery evidenced acceptable convergent and discriminant validity and that they were largely independent of social desirability. Indices of language aptitude and integrative motivation were independent correlates of indices of French achievement.

The effects of language aptitude, integrative motivation, and mode of presentation on the rate of learning 25 French/English vocabulary pairs were investigated using a paired associate learning paradigm. The results demonstrated that all three factors influenced rate of learning. Subjects high in language aptitude learned faster than those who were low, those high on integrative motivation learned faster than those who were low, and the rate of learning was more rapid under visual/written conditions as compared with aural/oral ones. Other results indicated that subjects' perceptions of their effort and interest on each trial were influenced by their level of integrative motivation but not by language aptitude, suggesting the different roles those two factors play in second language learning.

Gardner, R. C., Lalonde, R. N., Moorcroft, R., & Evers, F. T. (1987). Second language attrition: The role of motivation and use. Journal of Language and Social Psychology, 6, 29-47. A/M, P

* This study investigated the nature of second language (French) skills lost by grade 12 students over the course of the summer vacation,

and the role played by attitudes and motivation in promoting language achievement and language maintenance. The results demonstrated that students rated many of their skills somewhat weaker after the summer vacation, but these effects were more general for items dealing with understanding skills than for speaking skills, and somewhat intermediate for reading and writing skills. Comparisons on objective assessments appeared to indicate improvement over the summer months on some skills, except for grammatical accuracy, that decreased, but these were interpreted as quite probably reflecting measurement artifacts. Although the attitude and motivation measures correlated quite meaningfully with the various measures of French proficiency, they did not correlate with loss of skill as indexed by simple change scores. A causal modelling analysis indicated nonetheless that attitudes and motivation were implicated in second language acquisition and retention, the latter primarily because motivational variables determine the extent to which individuals will make use of the second language during the summer period.

Genesee, F. (1984). Beyond bilingualism: Social psychological studies of French immersion programs in Canada. Canadian Journal of Behavioural Science, 16, 338-352. A/M, P

* A review of social psychological studies of immersion programs in Canada is presented. The research findings are discussed with reference to two issues: (1) bilingualism, ethnic identity and intergroup perceptions, and (2) attitudinal and motivational factors and second language use in bilingual settings. It is concluded that second language learning in immersion programs is associated with social psychologically significant outcomes that are related to fairly specific aspects of the immersion experience. More specifically, it has been found that immersion students are not likely to experience a loss of ethnic identity with respect to their home culture and at the same time they develop a greater sense of similarity to French Canadians. Immersion students express more positive attitudes toward the use of French than do non-immersion students, and in fact they report using French more often in a number of situations. The social psychological outcomes of immersion are discussed in terms of possible intergroup and motivational factors.

Giacobbe, J., & Cammarota, M-A. (1986). Learners' hypotheses for the acquisition of lexis. Studies in Second Language Acquisition, 8, 327-342. LLS

* In this article the relationship between the source language (Spanish) and the target language (French) in the construction of lexis during the first phases of target language acquisition is examined from a psycholinguistic perspective. After an analysis of two case studies, it is hypothesized that there are two types of approaches to the construction of lexis used by Hispanophones learning French: systematic and non-systematic.

Groebel, L. (1985). Ambiguity and second language learning. International Review of Applied Linguistics in Language Teaching, 23, 149-158. A/I

* The ability to perceive ambiguity and the relationship of this ability to second language learning was the focus of this study. In order to determine whether there is a correlation with second language proficiency and/or with intelligence, 100 native speakers of Hebrew in Israel and 24 native speakers of English in Arizona were studied. Both groups were given a test of reading proficiency in English and a second test to assess the ability to perceive ambiguity. Mental ability scores were also obtained for the Israeli sample. In both groups there was a significant correlation (Israeli, $p < .0001$; American, $p < .05$) between the scores on the reading test and the scores on the test of ambiguities. For the Israeli sample there was a significant correlation ($p < .01$) between the test of ambiguities and that section of the mental ability test which measured abstract thinking. The data were also considered with regard to other variables.

Hall, B. J., & Gudykunst, W. B. (1987). The intergroup theory of second language ability. Journal of Language and Social Psychology, 5, 291-301. A/M

Giles and Byrne's (1982) intergroup model of second language acquisition focuses on the social context in which language learning occurs. The present research was designed to examine the intergroup model in isolation and then compare it with alternative models which incorporate integrativeness, one of the major factors influencing second language learning. Six path models were created and tested using LISREL causal modeling to evaluate Giles and Byrne's theory, Beebe and Giles' (1984) reformulation, and a plausible alternative to these models. All models were acceptable fits to the data; however, Giles and Byrne's basic model appeared to be the best fit to the data.

Hansen, L. (1984). Field dependence-independence and language testing: Evidence from six Pacific island cultures. TESOL Quarterly, 18, 311-324. A/I, P

* This study analyzes the relationship between field sensitivity and cloze test performance for 286 subjects between the ages of 15 and 19 in six Pacific island cultures. Hawaiian students were found to be significantly more field independent than Samoan, Tongan, Fijian, Indian-Fijian, and Tahitian students. In the South Pacific samples, males were significantly more field independent than females, whereas in Hawaii there was no statistically significant relationship between sex and cognitive style. When the sample was taken as a whole, a significant relationship was found between field dependence/independence and cloze scores. Sizable group differences for subgroups within the sample, however, indicate that the relationship may not be significant for all cultures. Within cultures, the subgroups having lower scholastic achievement showed a significant relationship between cognitive style and cloze test score, while the high achievers did not.

Ho, D. Y. F. (1986). Two contrasting positions on second-language acquisition: A proposed solution. International Review of Applied Linguistics in Language Teaching, 24, 35-47. LLS

Theorists of L2 acquisition are divided on how crucial the influences are of the learner's experience in the first language. Two contrasting positions are found in the contemporary literature. One position states that there is a difference in kind between L1 and L2 acquisition. The other position states that L1 and L2 acquisition are basically similar. The author focuses on an examination of the evidence for or against either position from three areas of investigation: (a) achievement of native-speaker competence, (b) error analysis, and (c) contrastive analysis. He then proposes a solution which would help to resolve the controversy regarding the nature of L2 learning.

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. TESOL Quarterly, 20, 559-562. P

This study reports preliminary data concerning the reliability and validity of a 33-item Foreign Language Classroom Anxiety Scale (FLCAS). An internal consistency reliability coefficient of .93, and an eight-week test/retest reliability coefficient of .83 were obtained on a sample of 78 students. In addition, evidence concerning validity is reported on other samples. Scores of FLCAS correlate .29 (N=108) with the Spielberger Trait Anxiety Scale, .28 (N=44) with the Personal Report of Communicative Apprehension, etc., and -.49 (N=35) and -.54 (N=32) with grades in Spanish and French respectively.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70, 125-132. P

This paper identified foreign language anxiety as a conceptually distinct variable in foreign language learning and interpreted it within the context of existing theoretical and empirical work on specific anxiety reactions. Seventy-five university students from four intact introductory Spanish classes completed the Foreign Language Classroom Anxiety Scale (FLCAS). A majority of the statements reflective of foreign language anxiety (19 of 33 items) were supported by a third or more of the students surveyed, and 7 statements were supported by half the students. The findings suggested that significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning. Implications for teaching foreign languages were discussed.

Königs, F. G., & Hopkins, E. A. (1986). Observations on observing learner language: A contribution to the discussion about the relationship between second language acquisition research and foreign language teaching and learning. International Review of Applied Linguistics in Language Teaching, 24, 89-121. LLS

In this article, the authors compared research in foreign language teaching (FLT) and second language acquisition (SLA). The two take place in different settings, the linguistic phenomena under discussion are mostly not the same, and the notions of learning are often quite the opposite. The authors concluded that FLT and SLA research are not comparable and do not share the same epistemological interests (although they can and should cooperate). They state, "On the foregoing pages we have tried to show that SLA works with linguistic data as a product of output, while FLT in addition tries to interpret classroom data by taking into account the multifarious variables which influence it. Thus one should not expect to find the same data or sequences in FLT as in SLA; instead one could try to make use of SLA results for the development of FLT materials and then look at the results (and not the reverse!). This might result in additional insights into FLT. In any case, we would then be able to prove that any higher rate of success in FLT would be due to the use of SLA-based materials. We would, however, not be able to prove whether similar results in SLA and FLT (if they really were similar!) were the result of the same underlying principles and processes."

Labarca, A., & Khanji, R. (1986). On communication strategies: Focus on interaction. Studies in Second Language Acquisition, 8, 68-79. LLS

* Although previous work has analyzed the communication strategies (CS) of L2 learners (e.g., Faerch & Kasper, 1983; Tarone, 1980, 1977), this research is an attempt at studying CS used by both L2 speakers and their interviewers during a videotaped interview. Fifty-three beginning French learners were interviewed and the videotape was analyzed for CS used by both interactants; learners' performance was also rated (ACTFL, 1982). Subjects were instructed either by Total Physical Response (Asher, 1977, 1969) or Strategic Interaction (SI)(Di Pietro, 1982, 1979).

Data were subjected to correlational and MANOVA analyses. Significant differences were detected between groups. In general, the higher the proficiency rating, the lower was the use of CS. The method of instruction appeared to have an important bearing on amount and kind of CS used and on proficiency ratings received. SI students and their interviewers used fewer CS; SI learners also received higher ratings.

It appears that SI facilitated students' development of at least two underlying competencies, linguistic and interactional (Palmer, 1979; Canale & Swain, 1980). It is also posited that SI students' diminished use of CS indicates a higher degree of control over the activity, as proposed by the Vygotskian paradigm (Vygotsky, 1962).

Labrie, N., & Clément, R. (1986). Ethnolinguistic vitality, self-confidence and second language proficiency: An investigation. Journal of Multilingual and Multicultural Development, 7, 269-282. A/M, P

* Past studies of the social-psychological factors involved in second language acquisition have primarily been focussed on individual determinants of second language competence. Recent theoretical attempts

at integrating contextual or environmental determinants have underlined the possible role of ethnolinguistic vitality. The present study was conducted to assess the influence of ethnolinguistic vitality on different constructs of Clément's model of second language usage. The subjects were 95 grade nine Francophone students living in a bicultural milieu. They responded to a battery of tests which included scales of ethnolinguistic vitality, attitudes, motivation, self-confidence as well as indices of second language competence and usage. Analyses of the data show that contact with Anglophones and self-confidence with English as a second language are related to motivation and motivation is related to linguistic and non-linguistic aspects of second language competence. Hypotheses related to relationships between ethnolinguistic vitality and attitudes were, however, not supported. These results are discussed with respect to the importance of ethnolinguistic vitality as a determinant of second language proficiency within the context of current models of second language competence.

Lalonde, R. N., & Gardner, R. C. (1984). Investigating a causal model of second language acquisition: Where does personality fit? Canadian Journal of Behavioural Science, 16, 224-237. A/I, A/M, P

* The purpose of this study was to determine the role of personality variables in second language acquisition and then to integrate such variables into an adapted version of Gardner's socio-educational model which was tested using LISREL causal modeling. A total of 88 first-year university students of French were assessed on measures of language aptitude, attitudes, motivation, French achievement, self-perceptions of proficiency in French, and personality traits. The latent variables in the model included Language Aptitude, Self-Confidence with the second language, Integrativeness, Attitude towards the Learning Situation, Motivation, Situational Anxiety, and two personality constructs labelled Analytic Orientation and Seriousness. The final model is discussed in light of previous models of second language acquisition.

Lalonde, R. N., & Gardner, R. C. (1985). On the predictive validity of the Attitude/Motivation Test Battery. Journal of Multilingual and Multicultural Development, 6, 403-412. A/M

* Evidence of the predictive validity of composite measures of the 'Attitude/Motivation Test Battery' is provided. The composite measures of Motivation, Integrativeness and Attitude Towards the Learning Situation were correlated with three criterion measures, 'Behavioural Intention' to pursue French study, final French grade, and a global measure of French achievement. The data were collected in six different areas of Canada over a two-year period. The composite measure of Motivation was found to be a better predictor of all three criteria, whereas no difference was found between the two attitudinal composites in the prediction of the Behavioural Intention measure and French Grades, Integrativeness was found to be superior to Attitude Towards the Learning Situation for the measure of French achievement. The findings support Gardner's socio-educational model of second language acquisition which proposes that Motivation is a direct determinant of language acquisition and should thus be the most relevant variable of the three.

Lucas, J. (1984). Communication apprehension in the ESL classroom: Getting our students to talk. Foreign Language Annals, 17, 593-598. P

* Communication apprehension, or the fear of oral communication, can be a problem in every classroom. In foreign languages, especially English as a Second Language (ESL), it can be catastrophic. This article defines the problem of communication apprehension and its effects on teaching ESL. The second half of the paper focuses on the specific problem of Japanese ESL students and their communication apprehension. Finally, a number of classroom techniques designed to alleviate the fear of communication and to promote and practice communication are given and explained. Teachers of other foreign languages will see parallels between student anxiety, confidence, and cultural awareness in the ESL classroom and those found in their own classes. Many exercises for ESL students are also appropriate for other foreign language students.

Madrid, D., & Torres, I. (1986). An experimental approach to language training in second language acquisition: Focus on negation. Journal of Applied Behavior Analysis, 19, 203-208. A/I

* The effect of negation training in a second language on the expression of negation in the native language was investigated. Four-year-old children from bilingual (Spanish/English) homes who showed no expressive or receptive ability in Spanish negation and were either proficient or nonproficient in English negation received Spanish negation training. Children who were proficient in English negation maintained correct responses in English and showed increased correct responses in Spanish following simultaneous training in both languages or in Spanish alone. Children who were nonproficient in English negation demonstrated a decrease in correct English responses following training in Spanish alone; however, children who received training in English and Spanish simultaneously showed increases in correct responses in both languages. These findings suggest that language training programs with children learning a second language should consider the relationship of the two language training conditions (simultaneous vs. independent) with the child's level of native language proficiency.

Massey, D. A. (1986). Variations in attitudes and motivation of adolescent learners of French as a second language. The Canadian Modern Language Review, 42, 607-618. A/M

The objective of this article was to examine the extent and nature of variations from one school year to the next in adolescents' attitudes toward and motivation for learning French as a second language in a basic program. It was presumed that these attitudes and motivation would become negative over time, and attitude to the L2 learning situation would be the factor to be most changed as a result of student perceptions of classroom phenomena that occur in the first few weeks of the school year. One hundred and sixty-nine grade 6 and 7 students of urban and suburban schools completed the Attitude/Motivation Test

Battery twice -- once at the end of the school year, and again after 4 weeks of the following school year. The results indicated that, while students' attitudes and motivation decreased slightly over time, the principal factor for change in the rural and suburban schools was the students' attitude toward what happened day by day in class. In the urban school, the principal factor influencing an overall reduction in attitudes and motivation was a slight drop in the students' interest in learning French and desire to integrate with French-speaking people. Comparison with norms for grades 7 and 8 provided by the authors of the AMTB showed that the scores of the subjects in the study were consistently about the middle of the range. These findings were compared with and generally supported those of previous studies.

Nation, R., & McLaughlin, B. (1986). Novices and experts: An information processing approach to the "good language learner" problem. Applied Psycholinguistics, 7, 41-55. LLS

* It is hypothesized that strategies and techniques employed by "expert" language learners differ from those of "novice" learners. In this study, the performance of multilingual subjects was contrasted to that of bilingual and monolingual subjects on two tasks that involved learning a miniature linguistic system. Under "implicit" learning conditions, multilingual subjects showed superior performance to that of the other two groups, but under "explicit" conditions, there were no differences. The results were interpreted in information processing terms as indicating that multilingual subjects have strategies that help them allocate processing resources more efficiently than our other subjects in formulating informal rules of limited scope under implicit conditions.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R. P., & Kupper, L. (1985). Learning strategy applications with students of English as a second language. TESOL Quarterly, 19, 557-584. LLS

* Recent research on cognition has indicated the importance of learning strategies in gaining command over second language skills. Despite these recent advancements, important research questions related to learning strategies remain to be answered. These questions concern 1) the range and frequency of learning strategy used by students learning English as a second language (ESL) and 2) the effects of training in learning strategies on English language skills. This study, which was conducted with high school ESL students, was carried out in two phases corresponding to the two research questions. In Phase I, ESL students and their teachers were interviewed to identify strategies associated with a range of tasks typically found in ESL classrooms and other settings. Results indicated that students used a variety of learning strategies but typically used more familiar strategies and applied them to discrete-point rather than integrative tasks. In Phase II, ESL students were randomly assigned to receive learning strategies training on vocabulary, listening, and speaking tasks. Results varied depending on the task but generally indicated that strategy training can be effective for integrative language tasks. Results are discussed in terms of implications for teaching and future research.

O'Malley, J. M., Chamot, A. U., & Walker, C. (1987). Some applications of cognitive theory to second language acquisition. Studies in Second Language Acquisition, 9, 287-306. A/I, LLS

* This paper describes recent theoretical developments in cognitive psychology that can be applied to second language acquisition and uses the theory to analyze phenomena discussed regularly in the second language literature. Some limitations of linguistic theories in addressing the role of mental processes in second language acquisition are identified, and current cognitive learning theory in general is outlined. The paper then examines the theoretical model developed by John Anderson (1983, 1985) as it applies to memory representation, learning, and language skill acquisition. The remainder of the paper describes possible applications of this model to issues in second language acquisition and suggests that the theory is useful both in explaining second language acquisition processes and in identifying areas in which research is needed.

Pak, A. W-P., Dion, K. L., & Dion, K. K. (1985). Correlates of self-confidence with English among Chinese students in Toronto. Canadian Journal of Behavioural Science, 17, 369-378. A/M, P

* The relation between Chinese students' self-ratings of confidence with English, and indicators of assimilation and psychological adjustment, respectively, were examined. Factor analysis revealed that confidence with English was positively associated with linguistic assimilation into English-Canadian society and with several components of psychological adjustment (e.g., sense of personal control, self-esteem). Indicators of cultural assimilation (e.g., social distance toward anglophone groups) and involvement in the Chinese community were not, however, related to confidence with English. This pattern of findings suggests that for some ethnolinguistic minorities in Canada, self-rated confidence with the language of the majority group is not necessarily indicative of the loss of ethno-cultural identity by its members.

Pang, L. Y. (1984). Is there a global factor of language proficiency? A critique of Oller and Hinofotis 1980. International Review of Applied Linguistics in Language Teaching, 23, 203-212. A/I

* The claim that a Spearman type g-factor exists in all language tests has been made in recent years by a number of scholars. This paper is an attempt to examine both strong and weak versions of the basic argument for such a position. The conclusion is that the argument for the existence of a g-factor in language tests is not tenable on statistical grounds.

Politzer, R. L., & M. McGroarty (1985). An exploratory study of learning behaviors and their relationship to gains in linguistic and communicative competence. TESOL Quarterly, 19, 103-123. LLS

* A questionnaire relating to presumed good learning behaviors was administered to 37 students enrolled in an eight-week intensive course in English as a second language in preparation for graduate study in the United States. The answers to the self-report questionnaire were classified according to the students' cultural background (Asian versus Hispanic) and field of specialization (professional engineering/science versus social science/humanities) and related to gains on four English language proficiency measures: linguistic competence; auditory comprehension; overall oral proficiency; and communicative competence, conceptualized here primarily as the ability to convey information. Analyses indicated that while the Asian subjects engaged in fewer of the assumed "good" learning behaviors than the Hispanics, they tended to make greater gains in linguistic competence and communicative competence. On the other hand, the Hispanic students made more progress in overall oral proficiency and in auditory comprehension. Examination of the relationships between specific behaviors and second language learning gains revealed an interesting split: Some behaviors were associated with conscious learning, while others were related to acquisition and gains in general communicative competence. Results indicate that caution in prescribing good learning behaviors is warranted. Considerable further research is needed to explain which behaviors are helpful for learners at various levels and to relate their behaviors to current second language learning theories.

Ramirez, A. G. (1986). Language learning strategies used by adolescents studying French in New York schools. Foreign Language Annals, 19, 131-141. LLS

* Students studying French at Levels I, II, and III in a rural and urban school setting indicated on a questionnaire their use of learning strategies associated with classroom behaviors, individual study tactics, and social interactional behaviors. Successful learning behaviors related to communicative abilities, reading performance, and achievement on a standardized test were found to vary due to the nature of the task. Years of language study also influenced the use/need of different sets of strategies. Eight strategies contributed differentially to the overall success of these learners: (1) asking for clarification/verification, (2) using inferencing skills or deductive reasoning, (3) creating opportunities for practice, (4) memorizing, (5) using vocabulary learning techniques, (6) employing available linguistic knowledge and contextual cues, (7) being able to self-monitor performance, and (8) practicing.

Reid, J. M. (1987). The learning style preferences of ESL students. TESOL Quarterly, 21, 87-111. LLS

* Following a review of the literature on learning styles and cognitive styles for both native speakers (NSs) and nonnative speakers

(NNSs) of English, this article presents the results of a questionnaire that asked 1,388 students to identify their perceptual learning style preferences. Statistical analyses of the questionnaires indicated that NNS learning style preferences often differ significantly from those of NSs; that ESL students from different language backgrounds sometimes differ from one another in their learning style preferences; that other variables such as sex, length of time in the United States, length of time studying English in the U.S., field of study, level of education, TOEFL score, and age are related to differences in learning styles; and that modifications and extensions of ESL student learning styles may occur with changes in academic environment and experience.

Reiss, M-A. (1985). The good language learner: another look. The Canadian Modern Language Review, 41, 511-523. A/M, LLS, P

In this study, the author tested empirically second language learning strategies which were proposed by Stern (1975) and Rubin (1975). In discussing their suggested strategies, the author notes that some of them are actually personality variables such as introversion/extroversion, and low/high tolerance of ambiguity, etc. It was proposed that the term strategy be used to refer to "a conscious approach used by an individual to facilitate learning." Ninety-eight college-level students completed a 27-item multiple choice questionnaire, a short questionnaire, and an oral interview. The long questionnaired used three items each to assess the two personality variables, introversion/extroversion, tolerance for ambiguity, and the seven strategies, guessing, motivation to communicate, attending to form, practicing, monitoring, attending to meaning and using mnemonics. The short questionnaire had students rate their use of 19 strategies. Thirty-eight of the students who were singled out as good language learners by their professors were also interviewed. The author concluded that Rubin's strategies were reaffirmed with the exception of the personality variable of extroversion/introversion, which rated much lower than other aspects. The strategies of monitoring and attending to form were the strongest. Contrary to the writer's expectation, the use of mnemonic devices was of little importance.

Schumann, J. H. (1986). Research on the acculturation model for second language acquisition. Journal of Multilingual and Multicultural Development, 7, 379-392. A/M

* This paper presents a model of second language acquisition based on the social-psychology of acculturation. The model maintains that certain social and psychological variables cluster into a single variable, acculturation. The model predicts that learners will acquire the target language to the degree they acculturate to the target language group. Six studies that, in various ways, seek to test the Acculturation Model are reviewed and evaluated. Technical problems that affect such research are discussed, and the current status of the model is assessed.

Seright, L. (1985). Age and aural comprehension achievement in Francophone adults learning English. TESOL Quarterly, 19, 455-473. A/I

* The study reported in this article examined the relationship between age and second language (L2) achievement of adults in an instructional setting. Older (aged 25 to 41) and younger (aged 17 to 24) learners were compared with respect to short-term development in aural comprehension. The adult subjects, native speakers of Quebec French with limited L2 proficiency, were military personnel learning English in an intensive program. A pretest/post-test procedure was used to assess gains made by subjects in listening and to compare groups. In analyzing gains, two matched-pair samples were used, each comprised of 18 pairs of older and younger subjects matched on five variables: informal exposure, pretest score, nonverbal IQ, education, and previous ESL instruction. In both samples, the mean gain was significantly greater for younger subjects than for older subjects. In addition, stepwise regression analysis showed age, along with pretest score, to be an important predictor of post-test (achievement) score; other variables were not significant. The study suggests that in adult L2 learners, rate of achievement in aural comprehension decreases with increasing age. Implications of this finding for adult L2 instruction are discussed.

Smith, H. A., & Massey, D. A. (1987). Student attitudes toward French as a second language: Their stability and relationship to classroom behaviours. The Canadian Modern Language Review, 43, 314-336. A/M

Three main questions were addressed in this study: how stable over time were students attitudes toward and motivation for learning French as a second language (FSL); what was the nature and direction of any significant changes which occurred in these attitudes; and what was the relationship between the students' expressed attitudes toward FSL learning and their behaviour in the French classroom. Subjects were 169 students from grades 6 and 7 enrolled in a basic FSL program in eastern Ontario. They completed the Attitude/Motivation Test Battery (AMTB) in June and again in October. All classes except one were videotaped in the interim, and students' and teachers' classroom behaviours were rated. In addition, 24 Ss with the highest and lowest Attitude/Motivation Index scores were audiotaped during an oral interview guided by the Content Analysis System of Student Interactive Thoughts (CASSIT). The relation of student grades to student attitude and classroom behaviour measures was investigated.

Stability of student attitudes was reflected by the highly significant test-retest correlations for the total group of students at each grade level. However, when the students were divided into High, Medium or Low attitude groups, the stability of student attitudes in several subpopulations became questionable. For every group, teachers were rated more highly than courses despite significant differences in teaching effectiveness among the teachers. Nevertheless, the more highly positive the group's attitude was toward FSL, the higher its ratings tended to be for both teacher and course. No consistent differences in behaviour patterns existed among the three groups in the French classroom.

Snow, M. A., Padilla, A. M., & Campbell, R. (1984). Factors influencing language retention of graduates of a Spanish immersion program (Report #19). Los Alamitos, Ca.: National Center for Bilingual Research. A/M

* This study examined the relationship between attitudinal factors, language use, self-assessment, and second language retention. Subjects were 38 graduates of an elementary Spanish Immersion Program (SIP), and 20 currently enrolled sixth grade SIP students. The Modern Language Association (MLA) Cooperative Test of Spanish and a 63-item questionnaire designed to obtain information about opportunities to use Spanish, interest in foreign languages, parental encouragement, and ethnocentrism were administered to all subjects. Results indicated that some language loss had occurred as soon as the formal learning situation was terminated. Significant differences between MLA scores of students with continued formal exposure to Spanish and those who had discontinued Spanish did not develop until high school. At this level significant differences across all four skills (writing, speaking, reading, and listening) were found with the greatest losses occurring in the productive skills. Factor analysis of the questionnaire data resulted in four factors: interest in a foreign language, encouragement and pride in work, integrative orientation, and parental/integrative orientation. Chi Square analyses resulted in significant χ^2 values between three of the factors and the productive skills. All of the factors, except integrative orientation, were also significantly related to language use opportunities. Findings suggest that the attitudinal predisposition underlying the four factors influences the extent to which students retain their Spanish skills in writing and speaking. These factors appear, however, to be unrelated to retention of Spanish receptive skills.

Spada, N. (1986). The interaction between type of contact and type of instruction: Some effects on the L2 proficiency of adult learners. Studies in Second Language Acquisition, 8, 181-199. A/M

* This paper reports the results of a study which investigated (a) the separate effects that differences in learners' contact can have on various aspects of proficiency, and (b) the combined effects that differences in informal contact and instructional variation can have on improvement in proficiency. Forty-eight adult learners from three intermediate-level ESL classes participated in the study.

To measure differences in learners' informal contact, a language contact questionnaire was administered. The results revealed both quantitative and qualitative differences in learners' out-of-class contact with the second language. When these differences were examined in relation to learners' performance on seven proficiency measures, correlational analysis revealed that while learners' performance on some measures was related to differences in amount of contact, it was related on other measures to differences in type of contact.

To determine whether differences in contact interacted with instructional variation to produce differences in improvement in proficiency, learners' pre- and post-test scores were examined in relation to contact and class in an analysis of co-variance. The results indicated that learners' informal contact interacted with differences in instruction to produce variation in improvement on two proficiency measures.

The findings are discussed in relation to the need for more classroom-centered research to investigate both the separate and combined effects of learner and instructional variables on second language proficiency.

Spolsky, B. (1985). Formulating a theory of second language learning. Studies in Second Language Acquistion, 7, 269-288. A/I, A/M, LLS, P

* This article is intended to establish a framework for the formulation of a comprehensive theory of second language learning in which theories of first and second language learning may combine to form a unified theory. It proceeds through a critical assessment of currently one of the foremost theories, the monitor model (Krashen, 1982). Each of Krashen's five hypotheses is considered, and counter-opinions, fortified with the results of research, are presented. The article concludes with a call for a more comprehensive theory that accounts for the diverse ways in which people develop their ability to use a second language.

Spurling, S., & Ilyin, D. (1985). The impact of learner variables on language test performance. TESOL Quarterly, 19, 283-301. A/I, A/M

* Research has shown that learner variables such as age, language background, field of study, and educational background have an impact on non-native speakers' scores on language tests. However, does this impact reflect a natural advantage of one group over another, or is it indicative of test favoritism or test bias? This article looks at how the learner variables of age, sex, language background, high school graduation status, and length of stay in the United States affect performance on six language tests: two cloze tests, a reading test, a structure test, and two listening tests. A multiple regression approach to the problem, posed by analysis of variance, was taken to determine 1) the amount of variance accounted for by each of the learner variables on all tests combined and on each test individually and 2) the interaction of variables with test type. Such an interaction would be evidence of either test favoritism or test bias. It was found that age, language background, and high school graduation status accounted for small but significant amounts of variance on the tests. Furthermore, there was an interaction between the test and learner variables. Therefore, both test advantage and test favoritism/bias were found.

Steinberg, F. S., & Horwitz, E. K. (1986). The effect of induced anxiety on the denotative and interpretive content of second language speech. TESOL Quarterly, 20, 131-136. P

This study was concerned with the effects of induced anxiety on the use of interpretation in the oral description of TAT pictures by students of a second language. Ss were 20 Spanish speaking ESL students who were randomly assigned to either an Anxious or non-Anxious condition. The results indicated that Ss in the Anxious condition used less interpretation and more denotation in their TAT output. A manipulation check confirmed that the treatments produced the desired effects.

Strong, M. (1984). Integrative motivation: Cause or result of successful second language acquisition? Language Learning, 34(3), 1-14. A/M

* This study examines the relationship between integrative motivation and acquired second language proficiency among a group of Spanish-speaking kindergartners in an American classroom. Integrative motivation was measured by finding out the children's preferences for friends and playmates and workmates and scoring them according to their tendencies to nominate members of the target language group. Communicative English proficiency was assessed by analyzing spontaneous language and deriving measures of structural knowledge, vocabulary breadth, and pronunciation skill. A Kendall's tau test showed no positive association between integrative motivation and acquired English proficiency. A further comparison of beginners and advanced level English speakers found that the advanced children showed significantly more integrative orientation to the target language group than the beginners, lending support to the notion that integrative attitudes follow second language acquisition skills rather than promoting them.

Trylong, V. L. (1987). Aptitude, attitudes, and anxiety: A study of their relationships to achievement in the foreign language classroom. Unpublished doctoral dissertation, Purdue University. A/I, A/M, P

* In recent years, much attention has been given to the impact of attitudes and anxiety on student achievement in the foreign language classroom, and teaching techniques and methodologies have even been developed for the purpose of alleviating anxiety in order to maximize learning. Although numerous studies have indicated that positive attitudes tend to facilitate language learning, there have been very few quantitative research studies on the role of anxiety in achievement.

The present study, then, gathered data on student aptitude, attitudes, and anxiety in order to investigate the relationships of these variables to achievement on written tests, oral quizzes, and semester grades as well as their interrelationships with one another.

Two hundred sixteen students in the first course in French at a midwestern, state university were included in this study. Test instruments measuring aptitude, positive attitudes, and anxiety in the language classroom were administered, and student scores on written exams and oral quizzes and overall course grades were reported by the departmental teaching assistants.

Correlational analyses of the data indicated that anxiety had a negative relationship to achievement while strong positive attitudes had

a positive relationship to achievement. T-test comparisons of the mean scores of students demonstrating high versus low levels of anxiety indicated that those who were very anxious tended to get lower grades. A similar comparison of students demonstrating strong versus weak positive attitudes showed that those with strong positive attitudes were more successful in learning French. In addition, there was a negative relationship between anxiety and attitudes so that students who were very anxious tended to have lower scores on the attitudes measure. Finally, in multiple correlations, aptitude, attitudes, and anxiety accounted for more of the total variance in all areas of achievement than aptitude and attitudes without the anxiety variable.

Walker, C. L. (1985). Learning English: the Southeast Asian refugee experience. Topics in Language Disorders, 5, 53-65. A/M, P

This article discussed unique problems encountered in the resettlement of southeast Asian refugees in the U.S. since the 1970s and implications for English language acquisition. Cultural, linguistic and personality variables were considered. Factors that helped in the acquisition of English included prior bilingualism, education in the homeland, early exposure to English, youth, risk-taking, positive attitudes toward the L2, motivation to learn the 12, willingness to make mistakes, absence of shyness, self confidence and feelings of security. Time spent in the U.S., although significant, did not seem to be a major factor influencing proficiency in English. Implications for teaching and intervention were discussed.

Weinstein, G. (1984). Literacy and second language acquisition: Issues and perspectives. TESOL Quarterly, 18, 471-484. A/I

* This article is a theoretical exploration of the relationship between literacy and second language acquisition (SLA). First, a study which investigated this relationship and which was conducted in a Thai refugee camp is reviewed. Next, major findings in current second language research are presented, and these are then discussed both in terms of the findings of the study as well as in the light of conflicting approaches to contemporary issues in literacy. Specifically, it is suggested that a functional approach to investigating literacy is more useful for community problem solving than a developmental approach. Finally, it is argued that for a more comprehensive understanding of language learning, trends in literacy research might have a great deal to offer SLA researchers. It is further proposed that ethnographic investigations of literacy and language are the best means for understanding the roles of each in the intricate web of human relationships.

Weltens, B. (1987). The attrition of foreign-language skills: A literature review. Applied Linguistics, 8, 22-38. A/I, A/M, LLS

The subject of attrition or loss of foreign language skills has recently attracted some serious attention. In this review paper, the

author first discusses the relation between language and memory, then identifies a number of types of attrition research, briefly considers first language attrition, and finally discusses in more detail studies that have investigated second language/foreign language attrition. This latter review focuses on three categories of variables, characteristics of the acquisition process, characteristics of the attrition period, and learner characteristics. The article ends with a discussion of the nature of the attrition process, and some critical remarks about the research in this general area.

Wenden, A. L. (1985). Learner strategies. TESOL Newsletter, 19(5), 1-7. LLS

This article defined and illustrated the four kinds of language learning strategies - cognitive, communication, global practice, and metacognitive. Excerpts from second language learners' verbal reports were used to explain why these people used strategies. The significance of learner strategies for teachers was also discussed.

Yorio, C. A. (1986). Consumerism in second language learning and teaching. The Canadian Modern Language Review, 42, 668-687. LLS

This paper reported the results of a survey done from 1980 to 1982 in which 711 ESL students at the University of Toronto answered questionnaires asking for their opinions on second language learning classroom techniques. A commercial listening test (CELT) and teachers' evaluations determined Ss English proficiency level. The relationship between certain variables (age, native language, and L2 proficiency level) and students' opinions were examined. General frequency analysis and cross-tabulations were done. The questionnaire items were grouped into four categories: language skills, homework assignments, teaching materials, and various teaching techniques. The four major language groups in the survey were French, Spanish, Chinese, and Japanese. Language background was the factor that most often appeared to result in marked differences. With only one exception (the language laboratory), the Chinese and Japanese students patterned differently from the French and Spanish. Furthermore, the Chinese were often in a group by themselves, and in general appeared to be the least "positive" of the four groups. Proficiency level was also an important factor. Elementary level students consistently showed a preference for those techniques that are supportive and safe: homework, textbooks, grammatical explanations, the language laboratory, vocabulary lists, and translation exercises.